

3 rd grade: Aligned with Literacy Lesson 24		
Week Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
Essential Question Who is responsible for the care of our environment? Guiding Questions : <ol style="list-style-type: none"> 1. What is my responsibility to prevent and clean up pollution? 2. In what ways do people affect and alter their environment? 3. What is the difference between recycle, reuse, and reduce? 4. How can people protect resources through conservation? 		Weekly Correlated Lessons: Unit 4 Lesson 16 T 1-17 CLLG MINILESSON 16 pp. 70-71 Author's Purpose Unit 5 Lesson 24 T CLLG MINILESSON 24 pp. 86-87 Use both to teach the Skill Focus for this week's lesson. Collect both fiction and nonfiction books on the environment for the classroom library. Conduct book talks have students read and share with others. Lesson 24 Daily Lessons (Details for each day's lesson) <ul style="list-style-type: none"> • Blue Sky Activity • Learning to Give Lesson Trash Clean Up • Hawaii Pollution PSA Video
Social Studies Focus :	Literacy Focus:	
Taking Care of Our Environment Responsible Citizenship	Skill: Author's Purpose Strategy: Question Writing: Fictional Narrative	
Writing:	Vocabulary :	
Write a story that tells about living in the idea community they created. (Blue Sky Activity).	Recycle reuse reduce Global pollution environment Conservation natural resource	
ASSESSMENT:		Lesson 16 Reading Selections (Use for the next three weeks) Counting Cans T14-15 A Mr. Rubbish Mood from Judy Moody Saves the World T 28-T 36----Student Book pp 15-28. Lesson 16 Leveled Readers/Vocabulary Reader The Recycling Contest Joy's Planet Patrol Plan Cezar's Pollution Solution The Green Team Recycle, Reuse, and Reduce Notes:
Have students write about how the environment affects how they live in their community and/or state? i.e. go fishing in Lake Maumelle and need air conditioners in the summer		

STANDARDS**Social Studies SLE's**

C.5.3.2 Describe how citizens contribute to the improvement of a community (e.g., service projects, volunteerism)

G.3.3.3 Describe how people affect and alter their environment

(e.g., farming, building dams, environmental lighting, irrigation, pit mining)

G.3.3.4 Discuss ways in which the school and community can improve the physical environment by practicing conservation

Common Core:

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to the grade 3 topic or specific subject area.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject.

RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.

RI.3.7 Use information gained from illustrations and words in a text to demonstrate understanding of the text.

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

SL.3.1 Engage effectively in a range of collaborative discussions on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

W.3.2 Write narratives to develop real or imaged experiences or events using effective technique, descriptive details, and clear event sequences.

3 rd grade: Aligned with Literacy Lesson 25		
Week Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
Essential Question Who is responsible for the care of our environment? Guiding Question: 1. How is citizenship related to responsibility and service? 2. In what ways do people affect and alter their environment? 3. What is the difference between recycle, reuse, and reduce? 4. How can people protect resources through conservation?		Weekly Correlated Lessons: CLLG MINILESSON 25 Text and Graphic Features Use textbook pp 116-117; 119; and 120-121 to reinforce lesson. You can also use books from classroom library on the environment. Lesson 25 Daily Lesson (Details for each day’s lesson) <ul style="list-style-type: none">• http://www.youtube.com/watch?v=z-64sBtY_wA• http://learningtogive.org/lessons/unit449/lesson1.html (Day 3 Lesson Link)• http://www.youtube.com/watch?v=fimOE5_Tm2w (Stone Soup)• http://learningtogive.org/lessons/unit366/lesson2.html (Day 5 Lesson Link) Journeys Lesson 16 Reading Selections (Use for the next two weeks) Counting Cans T14-15 A Mr. Rubbish Mood from Judy Moody Saves the World T 28-T 36----Student Book pp 15-28. Lesson 16 Leveled Readers/Vocabulary Reader The Recycling Contest Joy’s Planet Patrol Plan Cezar’s Pollution Solution The Green Team Recycle, Reuse, and Reduce
Social Studies Focus :	Literacy Focus:	
Taking Care of the Environment Responsible Citizenship	Skill: Text and Graphic Features Strategy: Infer/Predict: Writing: Fictional Narrative	
Writing:	Vocabulary :	
Relate the story “ A Rubbish Mood from Judy Moody Saves the World (Journeys Lesson 16) to the common good of the community. Describe how Judy Moody demonstrated this. Or Write a fictional narrative of how you would save the world from an environmental problem.	Recycle reuse reduce Global pollution environment Conservation natural resource	
ASSESSMENT:		
Have students write a persuasive speech about the importance of recycling plastic or reducing consumption of onetime-use products (such as plastic plates and cups).		Notes: Discuss how being a responsible citizen relates to taking care of our environment.

<p style="text-align: center;">OR</p> <p>Students could also do a poster that is designed to persuade others of the importance of recycling plastics or reducing consumption of onetime-use products (such as plastic plates and cups).</p>	<p>Share that April 22 is Earth Day. The posters students make can be put up in the school to celebrate Earth Day</p>
STANDARDS	
<p>Social Studies SLE's C.5.3.2 Describe how citizens contribute to the improvement of a community (e.g., service projects, volunteerism) G.3.3.3 Describe how people affect and alter their environment (e.g., farming, building dams, environmental lighting, irrigation, pit mining) G.3.3.4 Discuss ways in which the school and community can improve the physical environment by practicing conservation</p> <p>Common Core:</p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to the grade 3 topic or specific subject area. RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject. RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently. RI.3.7 Use information gained from illustrations and words in a text to demonstrate understanding of the text. RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. SL.3.1 Engage effectively in a range of collaborative discussions on grade 3 topics and texts, building on others' ideas and expressing their own clearly. W.3.2 Write narratives to develop real or imaged experiences or events using effective technique, descriptive details, and clear event sequences. W.3.7 Conduct short research projects that build knowledge about a topic. W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. W.3.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	

3 rd grade: Aligned with Literacy Lesson 26		
Week Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
<p>Essential Question Who's responsible for the care of our environment?</p> <p>Guiding Question:</p> <ol style="list-style-type: none">1. How is citizenship related to responsibility and service?2. How is water a part of life and culture?3. How does water use in your life differ from that of the lives of Africans?4. What can I do to conserve water?		<p>Weekly Correlated Lessons: CLLG MINILESSON Main Idea/Details pp 90-91</p> <p>Building Bridges for Young Learners Community E-Book (Peace Corps Presentation)</p> <p>Use to revisit what constitutes a community and that people live in communities throughout the world. This week students will be comparing communities in Africa to their own community in the consumption of water, a natural resource. Communities around the world are affected by the scarcity of natural resources and we must all be responsible for the care of the environment.</p> <p>Use one the following lessons for this week's Social Studies focus.</p> <p>Water Uses and Children's Lives in East Africa Lesson http://www.peacecorps.gov/www/educators/lessonplans/lesson.cfm?lpid=2250&gid=1 Kenya Stories Tanzania Stories Tanzania Map Kenya Map My Water Log</p> <p>Splish-Splash: Daily Use of Water Lessons (Readings and Photos) http://www.peacecorps.gov/www/educators/lessonplans/lesson.cfm?lpid=2241 Kenya Stories Ghana Stories</p>
Social Studies Focus :	Literacy Focus:	
Water Consumption United States and Africa Scarcity of Natural Resources.	Skill: Main Idea/Details Strategy: Analyze/Evaluate Genre: Folktales & Poetry Writing: Write to Inform: Compare/Contrast Paragraph	
Writing:	Vocabulary :	
Compare water use by children in the United States to that of children in Kenya or Tanzania or Ghana. Use photos and stories from Water Uses and Children's Lives in East Africa or Splish-Splash lesson from this week.	Recycle reuse reduce Global pollution environment Conservation natural resource scarcity	
ASSESSMENT:		
Examine pictures and stories of children from Kenya and Tanzania related to how they use water. Use a graphic organizer to compare		

<p>and contrast how they use water to how children in the United States use water.</p> <p>Complete “My Water Log”. Have students analyze their Log and draw at least two conclusions from it about their use of water.</p> <p>List 3-5 ways you can reduce the amount of water that you use each day.</p>	<p>Use this site to get photographs and stories for the lesson. Water in Africa http://www.peacecorps.gov/www/stories/stories.cfm?psid=399</p> <p>Additional Resources Visual Messages: Creating a Photomontage http://www.peacecorps.gov/www/educators/lessonplans/lesson.cfm?lpid=2221&gid=4##</p> <p>Communities E-Book http://www.peacecorps.gov/www/multimedia/ebooks/bbyl-community/</p> <p>Notes: Discuss how people are affected by the scarcity of a natural resource. Have students relate this to other natural resources in our environment and how the scarcity of different natural resources could affect their lives.</p>
STANDARDS	
<p>Social Studies SLE’s C.5.3.2 Describe how citizens contribute to the improvement of a community (e.g., service projects, volunteerism) G.3.3.3 Describe how people affect and alter their environment (e.g., farming, building dams, environmental lighting, irrigation, pit mining) G.3.3.4 Discuss ways in which the school and community can improve the physical environment by practicing conservation</p> <p>Common Core: RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to the grade 3 topic or specific subject area. RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject. RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.</p>	

RI.3.7 Use information gained from illustrations and words in a text to demonstrate understanding of the text.

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

SL.3.1 Engage effectively in a range of collaborative discussions on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

W.3.2 Write narratives to develop real or imaged experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.

3 rd grade: Aligned with Literacy Lesson 27		
Week Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
Essential Question-- Why was the Lewis and Clark expedition important to American History? Guiding – <ol style="list-style-type: none"> 1. What was the Louisiana Purchase and how did we acquire it? 2. Why did Thomas Jefferson want someone to explore the West? 3. Who went on the expedition and what hardships did they encounter? 4. How did the geography of the area they explored affect their expedition? 5. How did the expedition impact the indigenous people? 		Weekly Correlated Lessons: CLLG Lesson 27 pp 92-93 Cause and Effect Use information on the Lewis and Clark Expedition to identify a cause for the Expedition and some of the effects that resulted. The Louisiana Purchase Lesson Louisiana Purchase Main Idea and Vocabulary <i>Introduce the Louisiana Purchase and the Lewis and Clark Expedition and discuss the purpose of each. Discuss that the expedition explored the many natural resources of our Nation. Relate this to the last three weeks as students have been exploring the need to take care of the environment and how scarcity of these natural resources can affect them. In later lessons, the students will examine why people moved West and the importance of the natural resources that the new land provided as well as the struggles they had adapting to the challenges of the new land. Students will need to examine how different groups of people were impacted in different ways by the expansion of the West.</i> Below are numerous resources for teaching about this week's topic. Students need to become familiar with the reasons for the expedition, the route, the challenges, the people, relationships with the natives, and the outcome. Social Studies Text The Louisiana Purchase (Pgs. 212-213) Arkansas Activity Book (Pg. 37) Members of the Lewis and Clark Expedition Lewis and Clark Journey PowerPoint
Social Studies Focus :	Literacy Focus:	
History—Lewis and Clark: The Louisiana Purchase Geography	Skill: Cause & Effect Strategy: Summarize Writing: Write to Inform: Research	
Writing:	Vocabulary :	
Have students research the Lewis and Clark expedition. Choose a focus for the research. i.e. Importance of	geographic tools continent hemisphere equator border relative location Corps of Discovery York Seaman Meriwether Lewis William Clark	

Sacagawea's role; Hardships they encountered	Sacagawea absolute location	Lewis and Clark Adventure PowerPoint Lewis and Clark Question and Answer Background Information Sacagawea, Seaman, York Background Reading
ASSESSMENT:		
<p>Timeline—Include date of Louisiana Purchase and important dates of the Lewis and Clark Expedition. Use the journal entries to read about what happened on some of the dates. Continue work on timeline next week.</p> <p>Today, almost everyone agrees that the purchase was a good deal for the United States. There were, however many men in Congress who disagreed with President Jefferson's desire to purchase the Louisiana territory.</p> <p>The students will write persuasive letters to President Jefferson. In a persuasive letter the writer tries to convince someone to do things his/her way. In their persuasive letter they will try to convince President Jefferson <u>not</u> to buy the Louisiana territory. (See The Louisiana Purchase Lesson for directions)</p>		<p>LiveBinder Resource—Lewis and Clark and Louisiana Purchase (Use resources from the sites included to introduce the Louisiana Purchase and Explore the Lewis and Clark Expedition) http://www.livebinders.com/play/play?id=56115</p> <p>Lewis and Clark Activity—Do on the SmartBoard after reading about the expedition!! (Great Activity) http://www.ballard-tighe.com/eaweb/interactiveonline/activities/ea5_2.swf</p> <p><i>Seaman's Journal On the Trail With Lewis and Clark</i> By Patricia Reeder Eubank (Great book if available) Background Information on Seaman http://www.pbs.org/lewisandclark/inside/seaman.html</p> <p>Sid Richardson Museum—Heroes of the Old West Educator's Guide—pp38-39 Lesson Plan Captain William Clark of the Lewis and Clark Expedition Meeting with Indians of the Northwest. (Recommended to use this lesson to expose students to how Art reflects the views of artists about the topic) http://www.sidrichardsonmuseum.org/nu_site/media/Heroes.pdf Lewis and Clark Expedition Meeting with Indians of the Northwest</p> <p>Library of Congress Images</p> <p>Jefferson Monticello Lewis and Clark Expedition</p> <ul style="list-style-type: none"> Resources <p>Video Clip http://nebraskastudies.org/0400/stories/0401_0100_04.html</p>

	<p>Voyage of Discovery http://nebraskastudies.org/0400/stories/0401_0101_05.html</p> <p>Go West Across America With Lewis and Clark (Interactive) http://www.nationalgeographic.com/features/97/west/</p> <p>Lewis and Clark PDF PowerPoint http://mrsscherrer.wikispaces.com/file/view/Lewis+%26+Clark+Adventures.pdf</p> <p>Lewis and Clark Journal http://www.nationalgeographic.com/lewisandclark/journey_intro.html</p> <p>Lewis and Clark Expedition Supplies http://www.nationalgeographic.com/lewisandclark/resources.html</p> <p>Table of Contents The Journals of Lewis and Clark http://xroads.virginia.edu/~HYPER/JOURNALS/toc.html</p> <p>Notes: Use geographic terminology and map terms as you examine the maps in this week's lesson.</p>
STANDARDS	
<p>Social Studies</p> <p>G.1.3.2: Name and locate the states that border Arkansas</p> <p>G.1.3.3: Discuss the characteristics that define a <i>region</i>: takes up area, has boundaries, has special features</p> <p>G.1.3.4: Identify on which continent and in which <i>hemispheres</i> the United States is located</p> <p>G.1.3.9: Locate major rivers in Arkansas: Arkansas, Mississippi, Red, White, Ouachita, St. Francis</p> <p>G.1.3.12: Utilize the map <i>legend/key</i> to interpret <i>physical maps</i></p> <p>H.6.3.17: Identify the factors leading to the purchase of Louisiana</p> <p>H.6.3.18: Recognize that Arkansas was part of the Louisiana Purchase</p> <p>E.7.3.3: Recognize that stating the problem and listing the alternatives are part of the <i>decision making model</i></p> <p>Common Core:</p> <p>Reading Standards for Informational Text</p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	

R.3.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to the grade 3 topic or specific subject area.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.

RI.3.7 Use information gained from illustrations and words in a text to demonstrate understanding of the text.

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

SL.3.1 Engage effectively in a range of collaborative discussions on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.

3RI10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

3 rd grade: Aligned with Literacy Lesson 28		
Week Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
Essential Question— What event or events led to the settlement of the west in our country? Who is a person or persons instrumental in making it possible for others to settle in the west? Guiding Questions <ol style="list-style-type: none"> 1. What was the Louisiana Purchase and how did we acquire it? 2. Why did Thomas Jefferson want someone to explore the West? 3. Who went on the expedition and what hardships did they encounter? 4. How did the geography of the area they explored affect their expedition? 5. How did the expedition impact the indigenous people? 6. What is the history of Arbor Day and how does it relate to the settlement of the West? 		<p>Weekly Correlated Lessons: CLLG MINILESSON Biography pp 94-95 Use Biographical Information on Meriwether Lewis, Williams Clark, York, and Sacagawea to complete this MINILESSON. What Did Each Do and Why Was it Important</p> <p>Fact & Opinion Use research to identify 5-8 facts and 3-5 opinions regarding the Lewis and Clark Expedition.</p> <p>Lewis and Clark: Packing for the Expedition Lesson</p> <p>Continue learning about the importance of the Lewis and Clark expedition to the settlement of the West. Use the resources from Lesson 27 and the additional resources in this lesson. Students will complete their research project started in Lesson 27 on some aspect of the expedition.</p> <p>Additional Resources Lewis and Clark Expedition: https://www.youtube.com/watch?v=9pboKxz4y5s https://www.youtube.com/watch?v=8eqGmM6ze2s https://www.youtube.com/watch?v=xQoae-LCKio http://www.pbs.org/lewisandclark/inside/idx_equ.html https://www.youtube.com/watch?v=bvZCE34e2IM http://www.beaconlearningcenter.com/weblessons/kindsofgraphs/default.htm Lewis and Clark Corps of Discovery http://www.octa-trails.org/learn/resources/powerpoints/lewis_clark.pdf</p> <p>Arbor Day Discuss Arbor Day and develop a plan for how your class can inform</p>
Social Studies Focus :	Literacy Focus:	
History ---Lewis and Clark	Skill: Fact & Opinion	
Geography-What are the physical features of a region?	Strategy: Visualize	
Arbor Day	Writing: Writing to Inform: Research	
Writing:	Vocabulary :	
Continue research from previous week.	geographic tools continent hemisphere equator border relative location Corps of Discovery	

	York Seaman Meriwether Lewis William Clark Sacagawea absolute location vegetation erosion growing season ecosystem Arbor Day Natural Resource Scarcity	others of this day and its importance. You may also want to participate in celebrating it through the many suggested activities that can be found online. Arbor Day Online E-Book (Introduce Arbor Day Using the following E-Book) http://www.arborday.org/arborday/history.cfm E-Book (Copy that can be printed) Forest Appreciation Week Resource (Suggested Activities: How to Plant a Tree Seedling pp 9-10; Trees for Many Reasons Lesson on Lorax pp 13-14; Forest Are Important to You and Me pp 15-17) Visualization Activity Arkansas Forest (Adapted from Wisconsin 2010 Forest Appreciation Resource) How My Family Uses Forest Products How to Plant a Tree Seedling History of Arbor Day E-Book History of Arbor Day http://www.idahoforests.org/arborday.htm#01 Why Plant Trees Song http://dnr.wi.gov/education/documents/WhyPlantTrees.mp3 Why Plant Trees Lyrics Notes:
ASSESSMENT:		
Examine the list of supplies taken west by the Corps of Discovery. Choose five items that you think were the most important and justify why you chose each. This can be done in groups of 2-3 students. http://www.pbs.org/lewisandclark/inside/idx_equ.html Arbor Day Informational Project. How is citizenship related to responsibility and service? Have students respond to the question in their journals.		
STANDARDS		
Social Studies G.1.3.3: Discuss the characteristics that define a <i>region</i> : takes up area, has boundaries, has special features G.1.3.8: Locate mountain ranges in Arkansas: Ozark, Ouachita G.1.3.9: Locate major rivers in Arkansas: Arkansas, Mississippi, Red, White, Ouachita, St. Francis G.1.3.10: Describe how seasonal weather changes affect the environment G.1.3.11: Explain the purpose of a <i>physical map</i>		

G.1.3.12: Utilize the map *legend/key* to interpret *physical maps*

G.2.3.4: Compare and contrast the human characteristics of early settlements and contemporary communities in Arkansas

G.3.3.1: Discuss different types of transportation and communication links between communities

H.6.3.15: Identify the modes of transportation in westward movement (e.g., wagons, horses, railroads)

H.6.3.17: Identify the factors leading to the purchase of Louisiana

H.6.3.18: Recognize that Arkansas was part of the Louisiana Purchase

Common Core:

Reading Standards for Informational Text

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

R.3.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to the grade 3 topic or specific subject area.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.

RI.3.7 Use information gained from illustrations and words in a text to demonstrate understanding of the text.

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

SL.3.1 Engage effectively in a range of collaborative discussions on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.

3RI10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.7 Conduct short research projects that build knowledge about a topic.

3 rd grade: Aligned with Literacy Lesson 29		
Week		Activities/Materials/Resources
Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		
<p>Essential Question Where was the West and how does our community fit into the picture?</p> <p>Guiding Question:</p> <ol style="list-style-type: none">1. How did participation in the westward movement affect families in all cultures and communities?2. Who were the original inhabitants and what do we know about their culture and the effect of westward expansion on them?3. How do paintings, pictures, and accounts help us learn about the West?		<p>Weekly Correlated Lessons: CLLG MINILESSON 29 Understanding Characters pp96-97 Use the following social studies content to reinforce this MINILESSON:</p> <ul style="list-style-type: none">• Journals of people moving West or Early Arkansans• Journeys Unit 3 Lesson 13 “Yonder Mountain: A Cherokee Legend T 204-214 <p>Examining Photographs to Learn About the West</p> <ul style="list-style-type: none">• Introduce the West through images of the West including the original inhabitants and those that migrated West.• Images of the West Activity—Share images on SmartBoard with students ask the question “What do you think life might have been like for people living in the West?” How did it differ for different groups of people?• Make copies of pictures and display around the room. Choose one of the photo analysis forms to use with students and choose one for the pictures to do together. Have students complete a photo analysis from a picture they choose.• Show the PowerPoint on the West. Conduct a class discussion about how their interpretations may have changed about the photographs after viewing the PowerPoint. Ask the students “What part of the PowerPoint relates to their picture?” “What more can you tell about the picture?” <p>Images of West Library of Congress Library of Congress Primary Sources</p>
Social Studies Focus :	Literacy Focus:	
Westward Expansion	Skill: Understanding Characters Strategy: Summarize Writing: Writing to Inform: Research	
Writing:	Vocabulary :	
Write about your life as if you are one of the characters in a selected photograph that you analyzed.	Prairie Homesteaders Gold Rush Westward Expansion Pioneers Native Americans	
ASSESSMENT:		
Photo Analysis—Two photographs		

	<p>Images of the West http://www.treasurenet.com/images/americanwest/westok.html PowerPoint West Maps Westward Expansion Photo Analysis Trail of Tears Map Westward Expansion SmartBoard Activity Trail of Tears Painting</p> <p>Journeys Unit 3 Lesson 13 (Use to discuss one of the impacts on Westward Expansion on the Native Americans). Find other examples as you read about Westward Expansion and use the resources provided.</p> <ul style="list-style-type: none"> • Yonder Mountain: A Cherokee Legend T 204-214 Student pp 430-445; • Background Cherokee History T201 Student p. 428 • The Trail of Tears T 228-229 Student pp 448-451 • Indian Removal Map • Trail of Tears Painting <p>Additional Resources: Use content and media from the following site to discuss <i>Challenges of the Plains</i> and <i>Who the Settlers Were</i>. <i>Examine life from the perspective of different people. (Native Americans, African Americans, Immigrants, White Settlers)</i> Use the links on the left hand side of page to navigate to different sites on these people. http://www.nebraskastudies.org/0500/frameset_reset.html?http://www.nebraskastudies.org/0500/stories/0501_0101.html</p> <p>Homesteaders Video Clip http://nebraskastudies.org/0600/stories/0604_0400homesteaders.html</p>
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	<p>Media Resources West (Click on the years you want to access at bottom of page.) http://nebraskastudies.org/0500/frameset_reset.html?http://nebraskastudies.org/0500/stories/0501_0114.html</p> <p>Westward Expansion Maps http://www.octa-trails.org/learn/resources/powerpoints/westward_expansion.ppt</p> <p>Trail of Tears Video You Tube (National Park Service) Part I http://www.youtube.com/watch?v=FiJ5HYEaY48&feature=channel (Recommended that you upload to computer to play.)</p> <p>At Home on the Fringes of the Prairie: 1800-1850 (Examine Object and Clues to the Past for 1800-1850, 1850-1890, and 1890-1920. Share the Level 1 Voices and Choices for these years as well. http://exhibits.museum.state.il.us/exhibits/athome/1800/welcome.htm</p> <p>Journey by Land Gold Rush http://www.calgoldrush.com/</p> <p>Notes:</p>
STANDARDS	
<p>Social Studies G.1.3.3: Discuss the characteristics that define a <i>region</i>: takes up area, has boundaries, has special features G.1.3.10: Describe how seasonal weather changes affect the environment G.1.3.11: Explain the purpose of a <i>physical map</i></p>	

G.1.3.12: Utilize the map *legend/key* to interpret *physical maps*

G.2.3.4: Compare and contrast the human characteristics of early settlements and contemporary communities in Arkansas

G.3.3.1: Discuss different types of transportation and communication links between communities

H.6.3.7 Analyze a timeline that illustrates selected historical events.

H.6.3.8 Compare artifacts from events in various periods of history.

H.6.3.10 Examine land development and its impact on the community.

H.6.3.15 Identify the modes of transportation in westward movement.

Common Core:

C RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

R.3.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to the grade 3 topic or specific subject area.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.

RI.3.7 Use information gained from illustrations and words in a text to demonstrate understanding of the text.

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

SL.3.1 Engage effectively in a range of collaborative discussions on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.

3RI10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.7 Conduct short research projects that build knowledge about a topic.

3 rd grade: Aligned with Literacy Lesson 30		
Week		Activities/Materials/Resources
Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		
Essential Question Where was the West and how does our community fit into the picture? Guiding Question: 1. How did participation in the westward movement affect families in all cultures and communities? 2. What are some things that attracted pioneers to Arkansas? 3. What was life like for early Arkansans? 4. Which territory did Arkansas original belong to? In what year did Arkansas become its own territory?		
Social Studies Focus :	Literacy Focus:	
Life in Early Arkansas Trail of Tears	Skill: Conclusions/Generalizations Strategy: Question Writing: Writing to Inform: Research	
Writing:	Vocabulary :	
Write a journal entry from the pioneer's perspective, as a witness to the removal of Native Americans in the area where he/she lives—similar to Clark Ward's story.	Homesteaders Pioneers Trail of Tears territory Arkansas Post Homestead Act of 1862 Indian Removal Act of 1830	
ASSESSMENT:		Notes:
Have students imagine that they are homesteaders in Arkansas. Brainstorm hardships they might encounter and post them on the wall. Write a letter back		

home to their family describing what their 160 acres are like (abundance of trees, rocky, etc.), what they are growing (cotton, rice, etc.) and difficulties they are facing (insects, weather, bad neighborhood, etc.). (Taken from Home on the Arkansas Range Lesson)

STANDARDS

Social Studies

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